

St Mary's Catholic School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's Catholic primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	M Shorten
Pupil premium lead	A Sowden
Governor / Trustee lead	R Hutchinson/ K Flanagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63710
Recovery premium funding allocation this academic year School -Led tutoring	£ 6966
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70676

Part A: Pupil premium strategy plan

Statement of intent

This PP report is part of a whole school ethos as it reflects the aim of St Mary's to support all disadvantaged pupils to achieve the highest levels, therefore the school recognises that pupil premium pupils are not necessarily low ability and that not all pupils that are socially disadvantaged are registered or qualify for free school meals. As such, the school will allocate the Pupil Premium funding to support any pupil who we have legitimately identified as being socially disadvantaged. The school makes use of available evidence from both its own experience and that of others, including research-based evidence from the EEF, when allocating funding that is most likely to have an impact on improving pupils' achievement.

- Pupil premium funding is used successfully to deal with a range of issues, for example: attendance, behaviour, confidence, reading, factors outside of school, professional training for staff on helping disadvantages pupils, effective teaching and learning, targeted support, further enrichment etc.
- This plan to is help close the widening and worsening gaps in attainment and progress of our pupil premium children that has accelerated over the past three years nationally.
- This plan will ensure that attendance of PP children will at least be in line with the national average of all children.
- Class teachers know which pupils are eligible for the pupil premium to enable them to assume responsibility for accelerating progress of those individuals, this is monitored by SLT and PP lead.
- Achievement data is reviewed regularly and robustly to monitor whether interventions or programmes are working effectively. The school does not simply use data retrospectively to see if something has been successful.
- This strategy is a targeted and bespoke approach based on assessments of teachers. Identified children will be given support that will close gap in their learning and knowledge. We acknowledge that wider strategies that support with mental health and wellbeing, attendance and behaviour may also have a positive impact on the success of the child at school. Teaching should be the top priority followed by a targeted approach and wider strategies

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy and numeracy skills continue to be significantly lower for PP pupils upon entering the school in EYFS and as such are limiting their progress through KS1. The gap between reading and writing remains an issue at the end of KS2.
2	Reading remains an issue. The school has relatively good phonics scores, but these are not converting to high scores in reading or writing. Engagement in reading outside of school has dropped as an increasing percentage of children do not read except in

	school.
3	Oral language skills & language development upon entry into Reception are lower for pupils eligible for PP. This slows reading /writing progress in subsequent years. We are very conscious that oracy may have dropped over the past three years as pupils have not been exposed to a wide range of language and subject specific vocabulary.
4	Lack of family engagement particularly for some pupils legible for PP during the lockdown periods and possible fatigue of having to work with children on homework in the academic year 2021-2022
5	Mental health and wellbeing of children and their parents has risen markedly.
EXTERNAL CHALLENGES	
6	Persistent Absence rates for pupils eligible for PP are higher than for all students. This reduces school hours causing them to fall behind on average.
7	Increased social, emotional and mental health issues are affecting the progress of a increasing large group of students (mainly PP) across the school.
8	Life experiences outside of school are limited for pupils on PP and this was further compounded by the Covid pandemic.
9	Some families would benefit greatly from additional support and nurture as a whole unit as opposed to the school working in isolation with the child/ren
10	Increased stress on families within the PP/FSM category and those who fall just outside the government support system.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Higher levels of progress in Literacy and numeracy for PP pupils by Y2 and a narrower gap between PP and Non-PP pupils by Y6.	Pupils eligible for PP make more progress in KS1 than 'Non-PP' pupils so that at least 50% exceed progress targets and 90% meet expected targets. This will be evidenced using teacher assessments and Year 1 Phonics along with KS1 SATs.
Increased rates of progress for lower ability pupils leading to greater attainment in KS2.	Pupil progress meetings will identify improvements in performance of boys (including those in receipt of PP).
Improve oral language skills for pupils eligible for PP in Reception, Key Stage 1 and lower Key Stage 2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in Reception and KS and lower KS2 classes make rapid progress by the end of the year 6 so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupil.
Pupils with social, emotional and mental health issues receive appropriate support and advice.	Fewer crisis or anxiety fuelled incidents recorded for these pupils on the school system
To expose the children esp. PP pupils to a wider variety of life experiences such as live theatre	Pupils have increased exposure to life experiences such as live theatre both in and out of school.
Pupil premium children will come into school less anxious as the school is working more effectively with the families as a unit.	Incidents of pupils arriving in school in an anxious state decreases and attendance improves.
Families experiencing problems are signposted to	Decrease in incidents of families being subject to

agencies that can provide help and support	TAFs etc. Library of resources / agencies able to support families both before they reach crisis or during an unexpected crisis
Maintain high overall attendance.	Reduce the number of persistent absentees among pupils eligible for PP. The amount of absences for each PP pupil is reduced.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop mastery approach in maths. Continue with the Maths Mastery Hub. Continue to engage with the Early Years Maths Mastery programme. Good Practice to be disseminated across the school using the two trained teachers in Maths Mastery and the three staff trained in Early Maths Mastery	Maths Mastery impacts all children and increases understanding, achievement and attainment. Quality first teaching of maths will improve	1 2 3
Looking for learning – develop effective strategies for the giving and receiving of feedback. Assessment co-ordinator and the English Lead to introduce a more effective and efficient method of marking and feedback	Last year's results demonstrate a gap to be addressed despite interventions (including higher attaining pupils). https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/implementation https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback	1 2 3
Sustained use of the Book Vending machine. Librarians to be used more extensively and to help chose the books for the Vending machine. Book subscriptions for identified PP pupils	Reading for a purpose is a priority. The purpose could be pleasure or could be for academic reasons. Vending machine book choices to be increasingly decided by the Y6 librarians following feedback from children throughout the school.	1 2 3
Reading for Pleasure Training and Research for teaching staff		1 2 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group provision targeted at improving speech and language esp. in Reception and Key Stage 1 Employment of teaching assistant across school to deliver speech and language interventions and basic	A number of pupils need targeted support to catch up. https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years	1 2 3
Engage parents in nurture work and in Reception with the early aspects of reading/writing.	Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum. Current counselling and nurture work in the school demonstrates a significant impact in increased attendance and less incidents of anxiety. Parent/s indicate a desire to be more involved with the school in supporting their children's education https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://tdtrust.org/2019/09/02/engaging-parents-aspartners/	4 8
Small group provision targeted at improving Numeracy levels using interventions including Success in Arithmetic and Numbers Counts and Numicon programmes. Teacher funded 0.2	Some of the pupils need targeted numeracy support to catch up. These programmes have been used extensively throughout the county and have been found to be effective in eradicating gaps in mathematical understanding.	1 2 3
Mental Health support team will be available to support children across school including one to one sessions and whole class support. PSA /AS will be responsible for referring families into the mental health support team.	Identified children (including PP) come into school with anxieties that prevent them from accessing the curriculum. Current Nurture work in a school can have a significant impact as evidenced by EDUKIT https://www.suttontrust.com/news-opinion/all-newsopinion/student-mental-health-pandemic/	4 8
1:1 support where necessary to enable those & others to access the curriculum	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 51000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extension of the contract of the PSA to work with families of pupils exhibiting persistent absenteeism as well as emotional needs.</p> <p>PSA to follow up quickly on truancy, non-attendance and lateness and identify those requiring nurturing sessions. Reminders of attendance guidelines shared with parents on newsletters Regular meetings with AIT and Senior Leaders to track attendance.</p>	<p>Research shows that pupils with attendance below 95% attain lower at GCSE and those with attendance below 80% can be three to four levels below their peers. We can't improve attainment if pupils aren't in school. There was a narrowing of the gap in attendance between PP pupils and other pupils prior to the pandemic. This has again widened but is starting to narrow slightly. Persistent absence still remains a real cause for concern.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p> <p>https://tdtrust.org/2019/09/02/engaging-parents-aspartners/</p>	<p>4 8</p>
<p>Pupils with social, emotional and mental health issues to be identified for individual counselling, nurturing sessions depending upon age. Pupils needing access to the Sensory Pod to be identified.</p>	<p>Evidence suggests that the number of pupils with SEMH issues has risen significantly since March 2020 and that targeted early intervention matched to specific pupils with specific SEMH issues can be effective especially with younger pupils.</p> <p>https://www.suttontrust.com/news-opinion/all-news-opinion/student-mental-health-pandemic/</p>	<p>4 8</p>
<p>Provision of life experiences such as theatre both in school and out of school</p>	<p>Subsidise all school trips to ensure the maximum spent for day visits per term is £15</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>6</p>
<p>X Platoon</p>	<p>Continue with the work on resilience, independence and team skills.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>6</p>
<p>Counselling</p>	<p>https://www.suttontrust.com/news-opinion/all-news-opinion/student-mental-health-pandemic/</p>	<p>5 7</p>
<p>Provision of Breakfast Club for PP with persistent absenteeism rolling out to all PP pupils</p>	<p>It has been found that having a breakfast on a morning increases the ability to concentrate during the morning sessions</p>	<p>4 8</p>

Total budgeted cost: £ 70000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

Our end of year data showed the gap between PP and other has opened.

Many children who were on track to meet age related expected fell just below the criteria to meet it.

This was due to increased absence from January 2022 when 75% of the school had Covid and 18 staff. The rules changed so whole classes were not sent into isolation just the pupil testing positive for Covid. This result in all classes having constantly high absence rates as pupils had 10 then 5 days absence. Children whose attendance was poor before the pandemic became worse. Our data in September 2021 and 2022 showed gains and gaps closing and we were confident that many children, through a rapid and well-planned intervention programme will close any gaps. We are carrying on with the planned interventions programmes, pre/post teaching, small group teaching and partnership with external providers.

Writing results both internal and through the KS2 SATs showed a marked dip across the school.

Externally provided programmes

Programme	Provider
Therapeutic occupational therapy interventions	
Child counselling	The Road Centre
Delivers high quality books to pupil premium children at home	Usborne Books
Outdoor Education	X Platoon
Theatre	M & M Productions
Intensive 20-week Lang programme for reception age children	NELI Nuffield early lang intervention

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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